



Federal Programs Conference Boise, October 2, 2002

The
Nation's
Report
Card

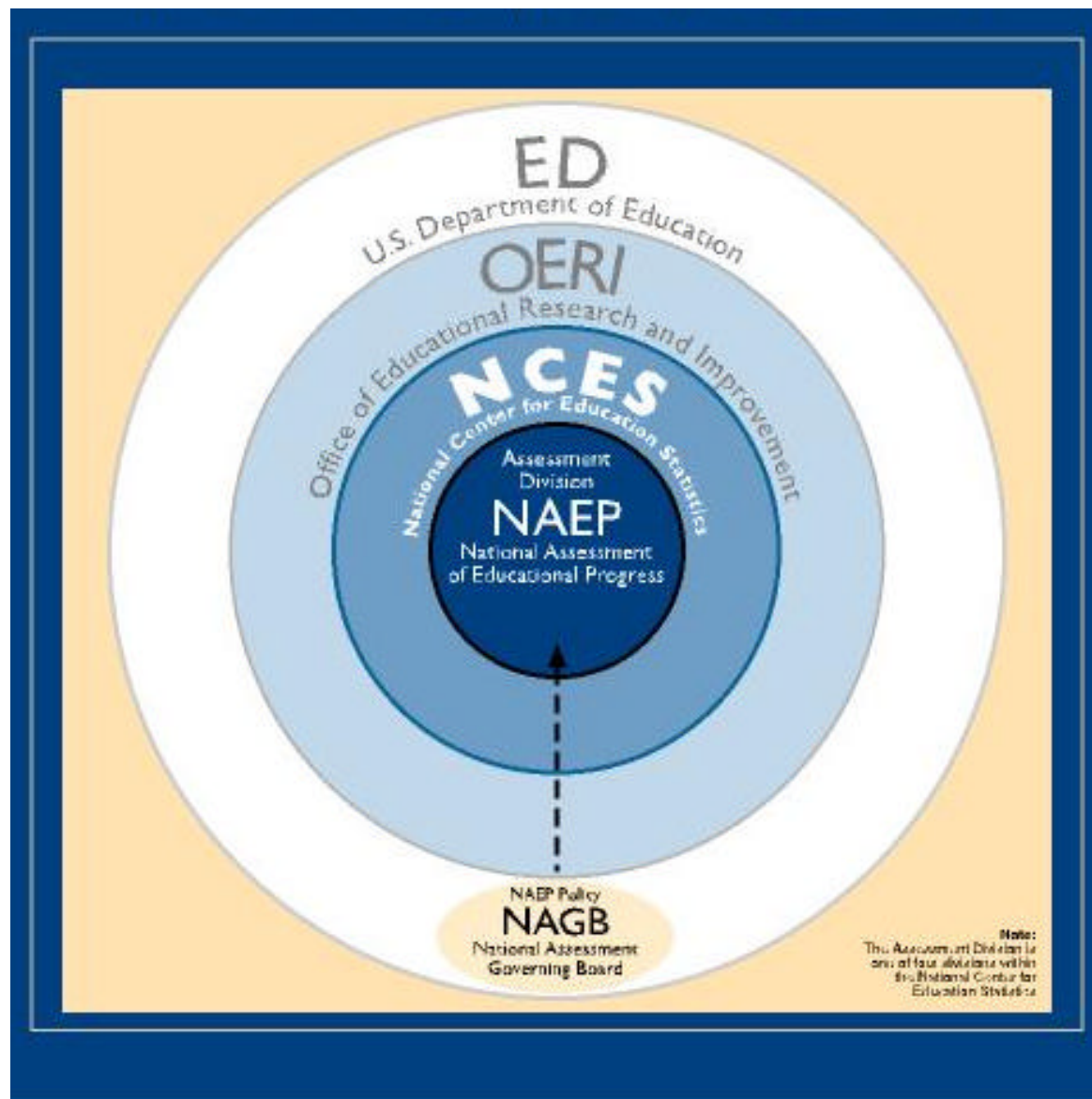
NAEP

IDAHO



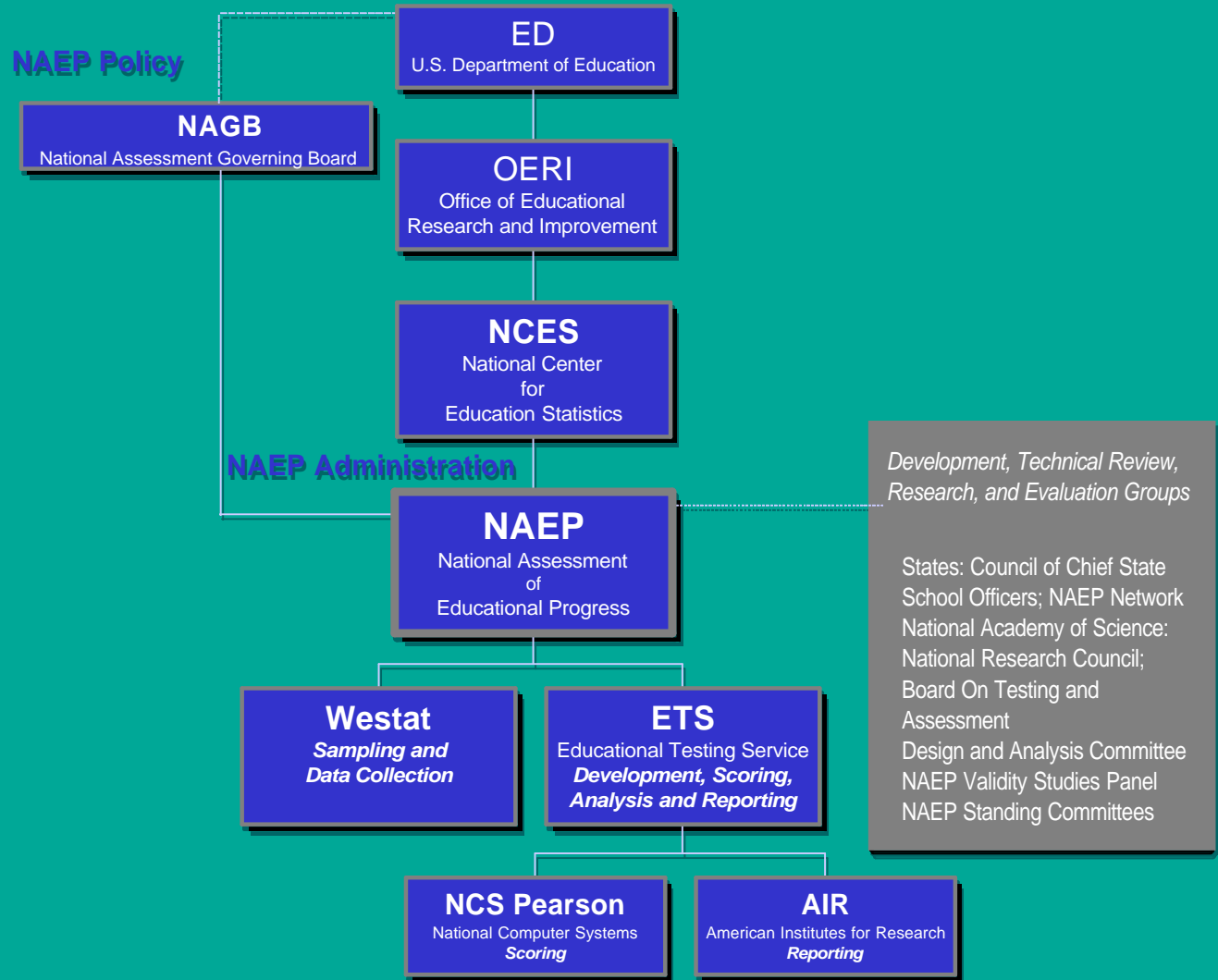


NAEP within the U.S. Department of Education





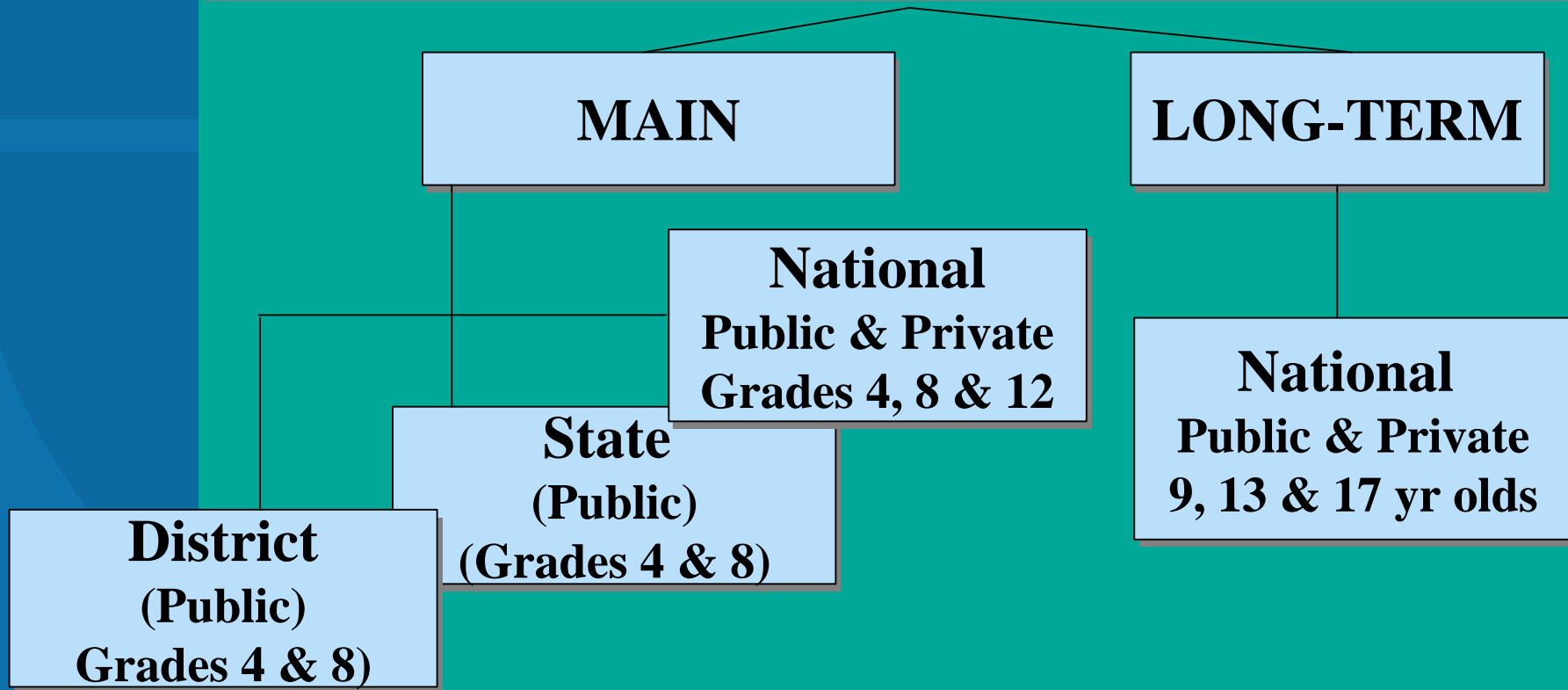
NAEP Organizational Structure





NAEP Components

The National Assessment of Educational Progress





NAEP Schedule, 2002-2006

Year	National Assessments	State Assessments
2002	Reading Writing	Reading (4, 8) Writing (4, 8)
2003	Reading (4, 8) Mathematics (4, 8)	Reading (4, 8) Mathematics (4, 8)
2004	Foreign Language (12) Long-term trend	
2005	Reading Mathematics Science	Reading (4, 8) Mathematics (4, 8) Science (4, 8)
2006	World History (12) Economics (12) Civics	

Note: Grades tested are 4, 8, and 12 unless otherwise specified



Rules Governing Participation

- **National Assessment of Educational Progress (NAEP)**
- **No Child Left Behind Act (NCLB)**
- **Idaho State Board of Education**



Idaho Assessment System: Approximate Time Required

- How much time will it take to give the required assessments in 2002-03?



Idaho Assessment System: Approximate Time Required

Idaho Assessment 2002-03: Estimated Testing Time

Grade	NAEP	IRI	DWA	DMA	ISAT	Minutes	Min+50%	Hours
K	0	45	0	0	0	45	67.5	1.1
1	0	45	0	0	0	45	67.5	1.1
2	0	45	0	0	420	465	697.5	11.6
3	0	45	0	0	420	465	697.5	11.6
4	90	0	0	60	420	570	855.0	14.3
5	0	0	75	0	420	495	742.5	12.4
6	0	0	0	60	420	480	720.0	12.0
7	0	0	90	0	420	510	765.0	12.8
8	90	0	0	60	420	570	855.0	14.3
9	0	0	90	0	420	510	765.0	12.8
10	0	0	0	0	420	420	630.0	10.5
11	0	0	0	0	420	420	630.0	10.5
12	90	0	0	0	420	510	765.0	12.8



Idaho Assessment System: Time for Testing/Instruction

- With all this testing,
when are we going to
find time to teach?



Idaho Assessment System: Time for Testing/Instruction

Testing Time vs. Other Instruction Time: 2002-03					
	Academic Year	Testing	Other Instruction	Testing	Other Instruction
Grade	Required Hours	Hours	Hours	Time	Time
K	450	1.1	448.9	0.25%	99.75%
1	810	1.1	808.9	0.14%	99.86%
2	810	11.6	798.4	1.44%	98.56%
3	810	11.6	798.4	1.44%	98.56%
4	900	14.3	885.8	1.58%	98.42%
5	900	12.4	887.6	1.38%	98.63%
6	900	12.0	888.0	1.33%	98.67%
7	900	12.8	887.3	1.42%	98.58%
8	900	14.3	885.8	1.58%	98.42%
9	990	12.8	977.3	1.29%	98.71%
10	990	10.5	979.5	1.06%	98.94%
11	990	10.5	979.5	1.06%	98.94%
12	990	12.8	977.3	1.29%	98.71%



New NAEP Policies

Informing Parents about Participation in NAEP

- Under NCLB: Parents of children selected to participate in any NAEP assessment will be informed that an individual student's participation is voluntary.
- NCES will assist schools, school districts, and states in notifying parents of the "opt out" provision. This assistance will include preparing informative publications for distribution to parents.



New NAGB Policies

Public Access

- Under NCLB: The public must have access to all NAEP data, background questionnaires, and test questions. Exceptions are made for “personally identifiable” information and certain cognitive questions that are likely to be reused.
- New Policy: All secure (not previously released) cognitive questions will be made available within 45 days of a written request. Local school districts must make “reasonable efforts” to inform parents and others about the access procedures.



New NAGB Policies

Complaints

- Under NCLB: Parents, general public, state and LEA representatives may submit complaints about NAEP to NAGB.
- There will be a prompt response to written complaints about NAEP submitted to NAGB. This response will include administrative review, a written response from the NAGB Executive Director, and an opportunity to appeal the decision.



NAEP Design: Content Frameworks

- NAGB responsible for frameworks and test specifications for each subject
- Frameworks and specifications are developed by a national consensus process
- Frameworks and specifications guide the development of the test questions



NAEP Design: Item Development

- Items based on the subject area frameworks
- Developers include teachers, subject area specialists, and testing experts
- Meets professional standards for testing
- Experts review items for quality, bias, and sensitivity



NAEP Design: Sampling

- **Multi-Stage Stratified Random Sampling**
 - selection of schools
 - selection of students within schools
- **Sample Size**
 - Approximately equal sample sizes for each state
 - About 100 schools for each grade and subject
 - About 2,500-3,000 assessed students for each grade and subject



NAEP Design: Sampling (cont.)

- **Sampling Schools (Common Core of Data)**
 - **Size**
 - **Type of location (center city, rural, etc)**
 - **Minority Enrollment (2 largest groups)**
 - **Achievement on State Assessment /or Median household income in ZIP code**
- **Sampling Students (Excel Student List)**
 - **Matrix sample**
 - **“BIB-Spiraling” in booklets**



BIB - Spiraling Example

NAEP 1998 Reading Grade 4 Booklet Configuration

Booklet number	Common core background	Question block 1	Question block 2	Reading background	Motivation
1	CR	R4	R3	RB	RA
2	CR	R3	R5	RB	RA
3	CR	R5	R9	RB	RA
4	CR	R9	R4	RB	RA
5	CR	R4	R5	RB	RA
6	CR	R3	R9	RB	RA
7	CR	R6	R10	RB	RA
8	CR	R10	R7	RB	RA
9	CR	R7	R8	RB	RA
10	CR	R8	R6	RB	RA
11	CR	R6	R7	RB	RA
12	CR	R10	R8	RB	RA
13	CR	R7	R4	RB	RA
14	CR	R8	R3	RB	RA
15	CR	R5	R6	RB	RA
16	CR	R9	R10	RB	RA
Minutes	5	25	25	5	5



NAEP Design: Test Administration

- **Westat staff comes to the school on a scheduled date to administer the assessment**
- **If school has fewer than 121 4th graders, the entire 4th grade may be tested in the regular, intact classrooms**
- **Testing accommodations are used, as appropriate, with LEP students and students with disabilities**
- **Total student time: 90 minutes, including time for distribution and collection of materials**



NAEP Design: Analysis and Reporting

Ways of Reporting Results

- Scale Scores
- Achievement Levels
- Data Disaggregated by
 - Subgroups (e.g. race, gender, SD, LEP, poverty)
 - State and regional comparisons
 - Background factors (i.e. school, teacher, and student factors)



NAEP Design: Analysis and Reporting (cont.)

NAEP does NOT report results for individual students, schools or districts because:

- Sample of schools and students
- Students don't take all items (6-7 hours)
- Student identity is confidential



NAEP Design: Analysis and Reporting (cont.)

Reporting Formats

- **Nation's Report Cards and Highlights**
- **Reports on Special Topics**
- **Web Releases**
 - **State Profiles**
 - **Data Tool**
 - **Item Tool**



Using NAEP

Who uses NAEP?

- Educators
- Policymakers
- Media

And for what purposes?

- Tracking trends
- Comparisons across states
- Subgroup comparisons in states
and nation



How NAEP Will Be Used

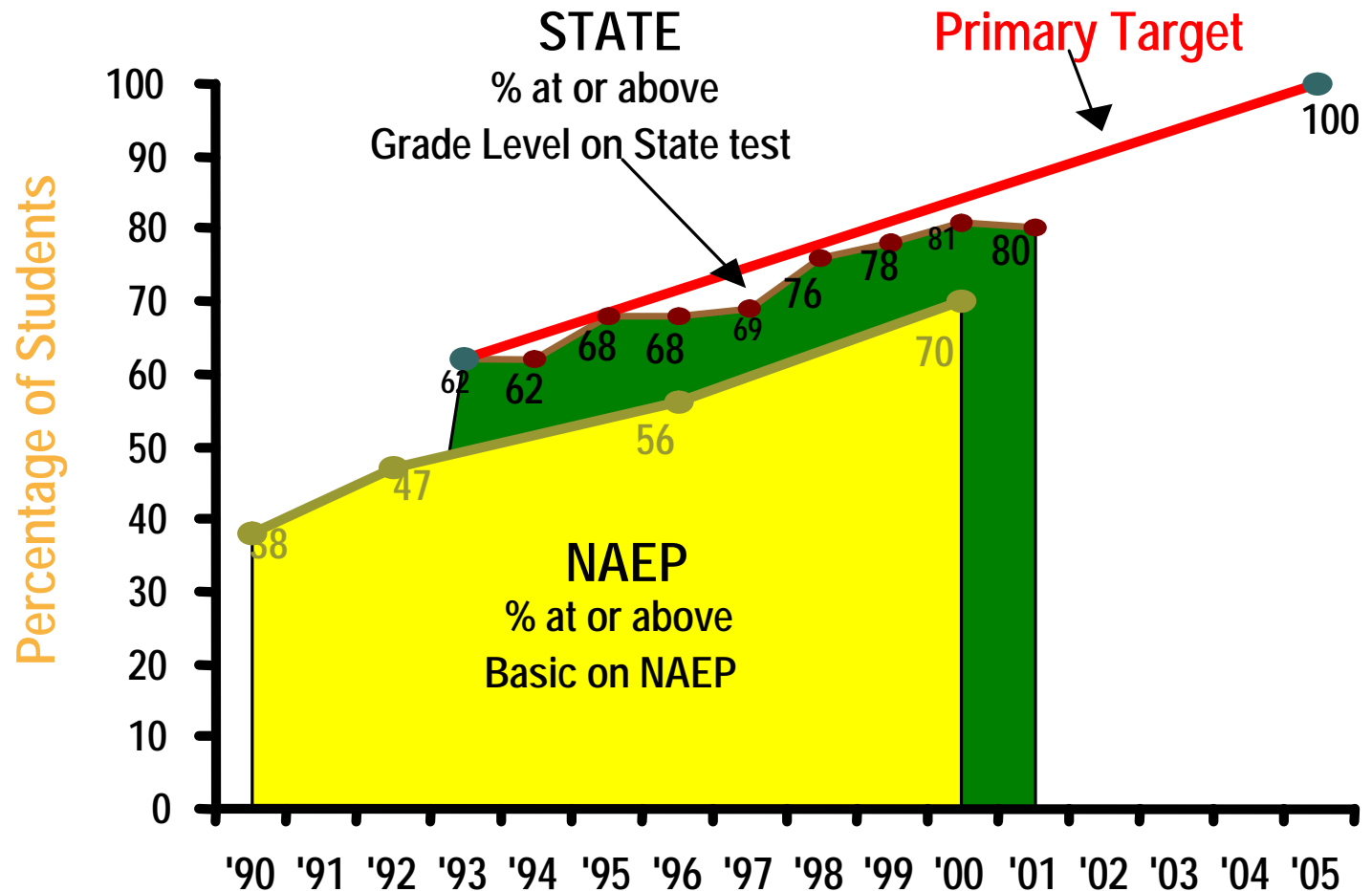
Second Opinion

- National Assessment Governing Board (NAGB) principles for using NAEP to confirm test results permit NAEP to be used as evidence to confirm the general trend of state tests in grades 4 and 8 in reading and mathematics.



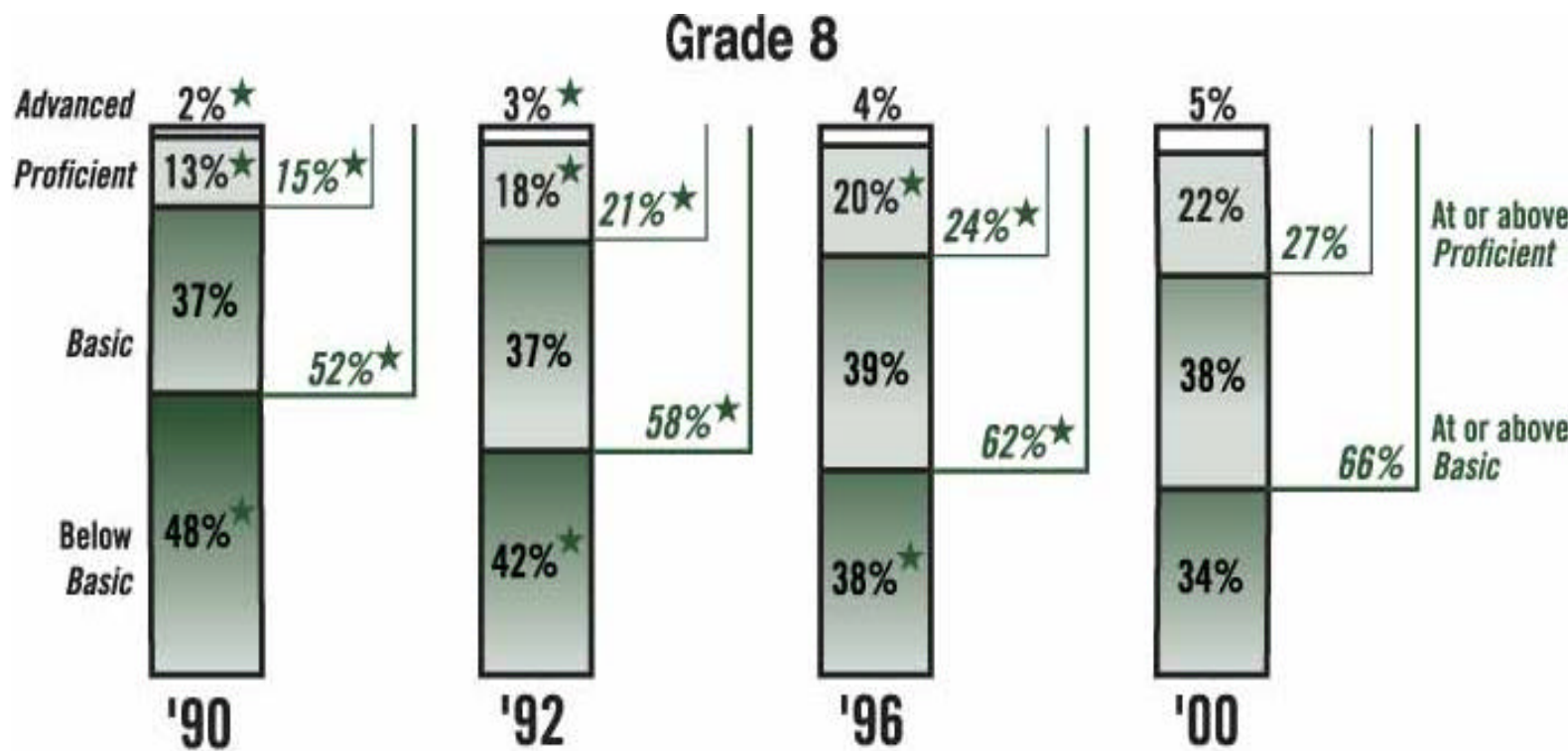
How NAEP Will Be Used

State A – Mathematics, Grade 8





Level Results Across Years: NAEP Mathematics Grade 8



★ Significantly different from 2000.

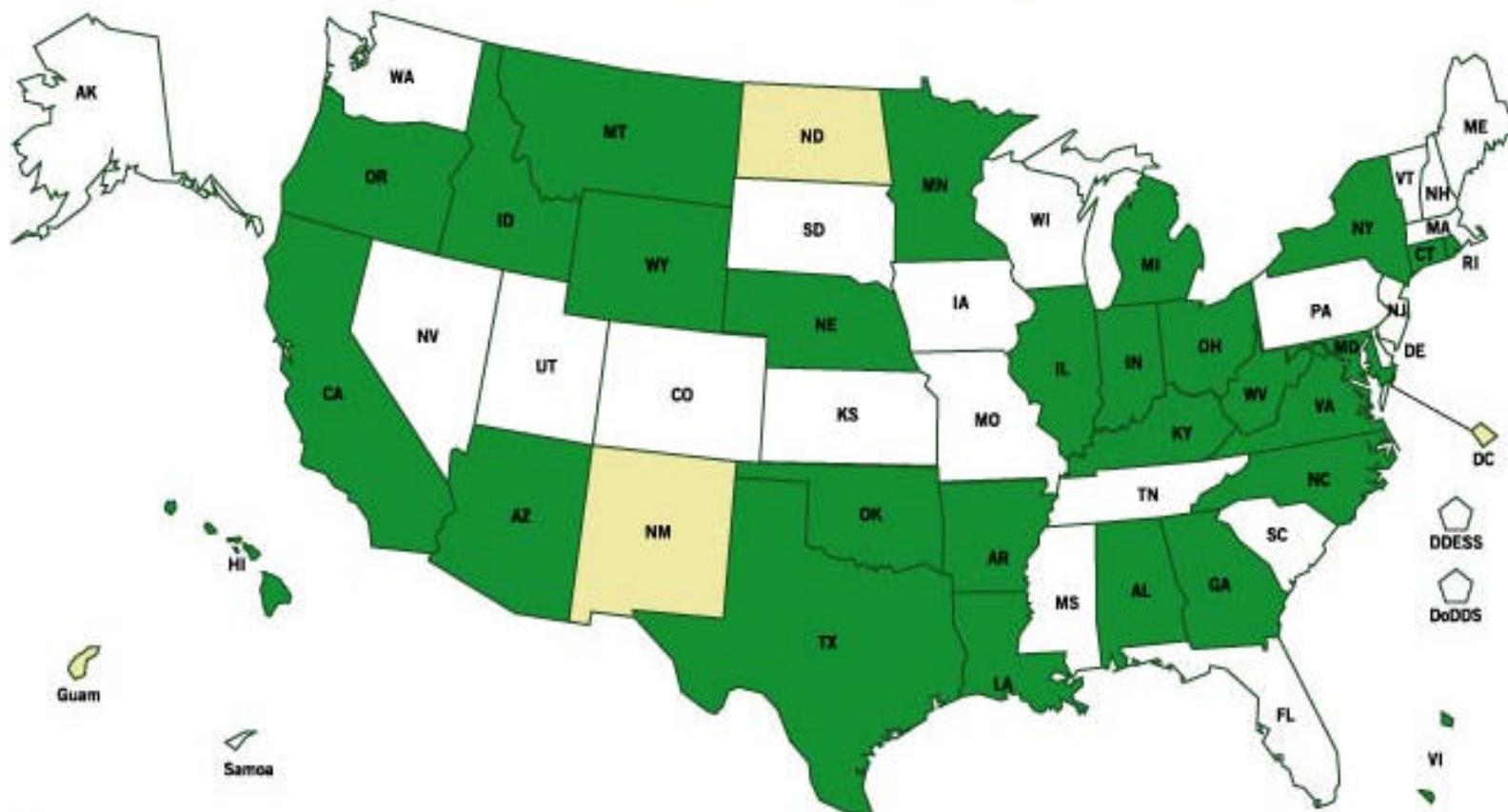
NOTE: Percentages within each mathematics achievement level range may not add to 100, or to the exact percentages at or above achievement levels, due to rounding.

SOURCE: National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1990, 1992, 1996, and 2000 Mathematics Assessments.



State Results 2000 vs. 1990: NAEP Math Grade 8

27 OF 31 STATES MADE SIGNIFICANT GAINS SINCE 1990





Important NAEP Links

NAEP publications

<http://www.ed.gov/pubs/edpubs.html>

NAEP data tool

<http://nces.ed.gov/nationsreportcard/naepdata/>

NAEP item tool

<http://nces.ed.gov/nationsreportcard/itmrls/>